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ABSTRACT

This activities booklet focuses on the story of Alaska's flag. The booklet is intended for teachers to use with students in the intermediate grades. Each activity in the booklet contains: background information, a summary and time estimate, state standards, a step-by-step technique for implementation of the activity, assessment tips, materials and resources needed, and a vocabulary. Activity sheets include: "Create a Classroom Flag (What Is the Story behind the Flag Contest?)"; "Famous Alaskans (What Do We Learn from Famous People?)"; "Comparing State Flags (What Does a Flag Represent?); and "Flag Etiquette (Why Is Etiquette Important?)." Includes a K-W-L chart, principles of flag design and flag contest rules, scoring guide and chart for famous person report, state flag comparison chart, scoring guide for state flag presentations, procedures for folding the flag, and frequently asked questions about the flag. (BT)

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ED 477 902

Alaska State Museum

Eight Stars of Gold
The Story of Alaska's Flag

Intermediate Activities
(Grades 3-5)

Alaska State Museum
395 Whittier Street
Juneau, AK 99801-1718

SO 035 015

http://www.museums.state.ak.us/EightStars/activities.html

2002

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EIGHT STARS OF GOLD ACTIVITY

CREATE A CLASSROOM FLAG

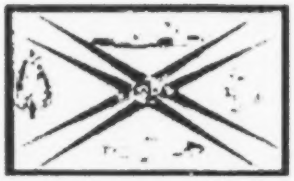
What is the story behind the flag contest?

Level: Intermediate (grades 3-5)

Background

Flags are important to people because they represent important ideas and a sense of place. Flags communicate information and ideas through the size, shape, colors and symbols used. The United States flag uses stripes to represent the thirteen original colonies. It uses stars to show the 50 states united together into one country. States and territories display their flags in the nation's capital, Washington, D.C.

In 1926 the Territory of Alaska did not have a flag. Alaska's Territorial Governor , George Parks, decided that Alaska needed a flag. A flag would help the rest of the United States remember that Alaska was trying to become a state. A contest was held and over 140 students in grades 7-12 created designs to represent Alaska. Seventh grader Benny Benson submitted the winning design. When Alaska became a state in 1959, the territorial flag became our state flag. Even today, Alaska's flag is recognized as one of the best flag designs in the world. (NAVA website, flag contest, 2001)



Summary

Students read part of the exhibit catalog and learn about the 1927 Alaska Flag Contest. Students create their own criteria for a meaningful classroom flag and conduct a classroom flag contest.

Estimated Time

60 minutes - reading & discussion
30 minutes - contest discussion & rules
1 week suggested for actual contest

In this activity students will focus on the following :

Alaska Performance Standards at Benchmark 2

Reading

1. Use a combination of skills to read and comprehend text
10. Identify themes in texts and connect to personal experiences

Alaska Content Standards

Government/Civics

E.4. Establish, explain & apply criteria in evaluating rules and laws

History

B.2. Understand the factors that have shaped the history of the state, U.S. and world

B.3. Recognize that historical understanding is relevant and valuable

B.4. Understand historical patterns

Activities

Step One: Predict and question

- Display the Alaska Flag where the class can see it. Tell the students "We will be learning the Story of Alaska's flag. [optional] After we have learned the facts about Alaska's flag we can have our own flag contest and create a flag that represents our classroom."
- Make three large charts (on butcher paper) to record students' ideas and answers. (See K-W-L Guide)

1. Title the first chart "What we know." Ask the students what they already know about the history of Alaska's flag. Record the students' ideas. (Sample answers might be: Benny Benson, North Star; blue, gold, Benny was an Alaska Native, etc.)
2. Title the second chart "What we want to know." Ask the students what they would like to know about Alaska's flag. Record the students' questions. Leave room for an answer to be written later. (Sample answers might be: Why did Benny's flag win? How many entered? What did they win? How did the judges choose? Etc.)
3. Title the third chart "What we learned." Tell the students that we will fill in the last chart after we read about Alaska's flag.

- Review the vocabulary list and introduce or review the words before reading. (See vocabulary.)
- Tell the students that, as they read, they will locate facts from the text to see if what they thought they already knew about the flag is true. They will find the answers to their questions about what they wanted to know. Encourage students to write down brief notes on a piece of paper divided into three columns as they read to help them remember the facts. (See K-W-L Guide)

Step Two: Read and Discuss

- Read pages 7-12 from the exhibit catalog that explain the Alaska flag contest. Depending on the reading ability of the students, you may choose to read it aloud.
- Work together to correct and add information on the three charts the class made earlier.
- Have the students recall (or find in the text) the rules for the contest. Add them to the chart "What we learned" or make a separate chart called "Alaska Flag Contest Rules" (See Alaska Flag Contest Rules, 1927.)
- Discuss: Which rules made sense? Which rules should be rewritten? Encourage the students to defend their answers with examples from their own experiences.
- Look at some of the other flag entries (pages 20-21). Ask the students," If you were the judge, would you have chosen a different flag design?" Have the students explain their answers and defend the design they like best.

Step Three: Classroom Flag Contest

- Have the students discuss, "What is special or important about our classroom that should be shown in our flag? What makes a good flag?" Are there rules from the Alaska's flag contest that they would like to follow? (Note: The rules from the catalog do not include criteria for what would make a good flag.) What other rules would help someone design a flag and help a judge select the best flag? What things make one flag design better than another?
- Write the contest rules in enough detail to help guide the judges.
- Select judges. Discuss, "who will be the judges," "what special skills are needed for someone to be a judge," and "how the judges will make the final decision."
- Conduct the contest (advertise the contest with the rules, give the judges the designs, etc.) Allow enough time so that students have a chance to create a good design. At least 1 week is recommended.
- After the designs have been judged and the final selection has been made, choose a way to celebrate the winner. (e.g. Display all of the top designs, have a parent volunteer make the winning design in cloth and display it, etc.)

The North American Vexillological (study of flags) Association, NAVA, has created a simple booklet: *Good Flag, Bad Flag: How To Design A Great Flag* that lists 5 basic principles of flag design. A free copy of the booklet with examples of good and bad flag design is available at the website www.nava.org/gfbf/gfbf-1.htm

NAVA's Five Basic Principles of Flag Design:

- Keep it simple. The flag should be so simple that a child can draw it from memory.
- Use meaningful symbolism. The flag's images, colors, or patterns should relate to what it symbolizes.
- Use 2-3 basic colors. Limit the number of colors on the flag to three, which contrast well and come from the standard color set.
- No lettering or seals. Never use writing of any kind or an organization's seal.
- Be distinctive or be related. Avoid duplicating other flags, but use similarities to show connections.

Assessments

If the class has a classroom flag contest, students write or tell about the importance of setting up rules before a contest and discuss any problems encountered during the process of judging.

If the class is not going to have a classroom flag contest, have students write or tell what they have learned about the Alaska state flag. Check to see that they correctly know the date of the contest, the creator, the symbolism for the design (Big Dipper for strength, blue for forget-me-not flower, and North Star for northern most part of the United States), and can express an opinion about the selection of the flag (answers will vary).

Materials

- An Alaska flag (as large as possible)
- Exhibit catalog: Spartz, India. *Eight Stars of Gold: The Story of Alaska's Flag.* Juneau: Alaska State Museum, 2001. Pages 7-12 (The 'Twilit Twenties' and the birth of Alaska's Flag). Pages 20-21 (List of Entries) 34 of the original 142 are available
- Chart paper and markers
- Make charts or overheads as needed (samples provided):
  1. K-W-L Guide
  2. Five Basic Principles of Flag Design
  3. Alaska Flag Contest Rules, 1927

Resources

Good Flag, Bad Flag: How to Design a Great Flag. This is a downloadable flag design guide available at www.nava.org/gfbf/gfbf-1.htm

Crampton, William. *Flag.* New York: Alfred A. Knopf, 1989. ISBN 0-394-822255-2. The Eyewitness series provides clear information and photography to beautifully illustrate the topic. In this book, students will discover the story of flags and banners close up – their history, their meanings, and how they are used.

Jeffries, David. *Flags.* New York: A Franklin Watts Library Edition, 1989. ISBN 0-531-100008-1. This easy-to-read fact book provides simple overviews and clear illustrations about the main topics in the study of flags.

Vocabulary

'Twilit Twenties' n. The 1920s; a period of time when things were dark (in the sense that Alaska wasn't a state and the people had very limited ability to make laws for themselves) but were starting to get brighter-referring to the time just before dawn

territory n. A part of a country that does not have full rights

territorial governor n. The person appointed by the President of the U.S. to govern or rule a territory

territorial seal n. An official symbol of a territory; Alaska's seal was designed by Governor John Kinkead and redesigned by Governor Walter Clark, it showed the northern lights, icebergs, Alaska Natives, mining, fishing, agriculture, fur seals and a railroad.

American Legion n. A community-service organization; members must have had active duty in the U.S. Armed Forces; chartered in 1919 by the U.S. Congress. Website: www.legion.org

symbol n. An object used to represent something abstract

K-W-L Charts are graphic organizers that are useful for determining students' prior knowledge or experience; identifying what they want to know about a new concept, story, or information to be shared; and then determining what was learned after the lesson has been presented.

K-W-L CHART

KNOW - WANT TO KNOW - WHAT I LEARNED

Fold paper into three equal columns

Name: _____ I am studying: _____

1. What I know	2. What I want to know	3. What I learned

FIVE BASIC PRINCIPLES OF FLAG DESIGN

Source: The North American Vexillological Association

1. Keep it simple. The flag should be so simple that a child can draw it from memory.
2. Use meaningful symbolism. The flag's images, colors, or patterns should relate to what it symbolizes.
3. Use 2-3 basic colors. Limit the number of colors on the flag to three, which contrast well and come from the standard color set.
4. No lettering or seals. Never use writing of any kind or an organization's seal.
5. Be distinctive or be related. Avoid duplicating other flags, but use similarities to show connections.

Reference: *Good Flag, Bad Flag: How To Design A Great Flag,* a downloadable flag design guide www.nava.org/gfbf/gfbf-1.htm, The North American Vexillological Association (NAVA)

ALASKA FLAG CONTEST RULES, 1927

Source: Eight Stars of Gold: The Story of Alaska's Flag (page 8)

- Designs must be submitted by Territorial school children, grades 7-12
- Use cardboard, plain paper, or drawing paper 8 1/2 x 11 inches
- Use ink or color
- Write name, age and address on reverse (back) of entry
- Due: March 1, 1927
- Local board of 4 judges (one member of American Legion, school superintendent, principal or teacher, and one citizen of the town) selects 10 best designs and sends them to Juneau to the Final Awards Committee.

EIGHT STARS OF GOLD ACTIVITY

FAMOUS ALASKANS

What do we learn from famous people?

Level: Intermediate (grades 3-5)

13-year old Benny Benson holds a handmade flag.
Photo, Alaska State Library PCA01-1921;
Flag, Alaska State Museum III-0-3081

Background

"Benny Benson is one of the most respected and revered people in Alaska history. As the creator of Alaska's flag, he overcame tremendous personal tragedy, and transformed hardship into triumph. He is honored in Alaska as streets, schools, and monuments commemorate his remarkable contribution to our state." *Eight Stars of Gold*

Summary

After reading the story of Benny Benson, the designer of the Alaska flag, students select other famous Alaskans to research. Students share their information in a written or oral report.

Estimated Time

120 minutes + time for research (2 - 3 class periods)

In this activity students will focus on the following:

Alaska Content Standards

English/Language Arts:

C1-4. Complete projects

D4. Explain and defend a position orally, in writing and with visual aids as appropriate.

History:

B2. Understand the people that have shaped the history of the state

C1. Use appropriate technology to access, retrieve, organize and present historical information

Assessments

- Use appropriate scoring guides to evaluate the different products. Have students respond by writing or saying what they would do differently to improve their project.
- Provide a "Visitors Comments" book or sheet of paper for others to record their thoughts and ideas. Have the students read the comments and discuss what they would do differently or the same on another project.

Activity

Step One: Discuss and make chart

- Ask the students "What does 'famous' mean?" Encourage as many ideas as possible without making any judgments about accuracy.
- Ask the students "Who do you think of when I say, 'name a famous person'?" Make a list of the different names on the board.
- Ask the students to help organize this list by thinking of ways the people listed are similar or different. These might include types of work or what made them famous (sports, entertainment, government officials) men or women, dead or alive, Alaskan or from other places, etc.
- Show the students 'Chart: Famous Alaskans.' Tell them they need to find the information to fill in the row about Benny on the chart from the story you are going to read. You may want to review a few vocabulary words before reading. (See Vocabulary.)

Step Two: Read and research

- Have your students read the story of Benny Benson on pages 10–11. (Depending on your student's reading ability, you may read it to them or see "Techniques to Vary the Reading.") Work together to fill in the facts about Benny on the chart.
- Tell the students that Benny Benson is considered a "Famous Alaskan." Ask the students what other famous Alaskans they can name. Make a list. Have the students discuss how they could find out information about the other Alaskans.
- Help the students choose a person to research. The class may want to learn about "famous Alaskans" in their community or from a particular time in history.

- Select presentation format(s) that are acceptable for sharing the information. Such as a poster, one-page written report, oral presentation, picture with captions, etc. Create a scoring guide or rubric to help the students understand what is expected from using the format selected. (See Scoring Guides: Famous Alaskans)

Step Three: Present and evaluate

- Depending on the presentation format selected, provide enough time so that each student can present and receive feedback about how well he/she did. Display the reports, posters or pictures in the classroom or a hallway. Consider making a collection of the students' work, putting the reports together and printing a book for the school and classroom library.

Materials

- Materials are dependent on the presentation format (poster, written report, picture with captions, etc.)
- Chart: Famous Alaskans
- Exhibit catalog: *Eight Stars of Gold: The Story of Alaska's Flag* by India Spartz, Alaska State Museum, 2001. Pg. 10

Vocabulary

famous adj. Having fame
fame n. Reputation, especially for good; being well known. Pages 10-11 for Benny Benson
amputate v. To cut off, especially by surgery
comical adj. Funny
revered v. To regard with deep respect, love
unanimous adj. In complete agreement
William Paul n. Alaskan Native leader and legislator

Resources

Exhibit catalog: Spartz, India. *Eight Stars of Gold: The Story of Alaska's Flag.* Juneau: Alaska State Museum, 2001.

State of Alaska
www.dced.state.ak.us/tourism/learn/learn26.htm
This website lists over 20 famous Alaskans with brief biographies, it is a good starting place for student research.

ILOVEALASKA
http://www.ilovealaska.com/guide/people/
This is an excellent site for locating Alaskans from a wide variety of occupations and areas of fame

Juneau School District
www.jsd.k12.ak.us/
Do a search for "Elizabeth Peratovich" to locate the home page with information, student essays, pictures and teacher resources.

State of Alaska, Governor's archive
www.gov.state.ak.us/LTGOV/eliz98.html
This includes information on the 1998 Elizabeth Peratovich celebration in Juneau, with good information and picture.

Valley Native News
www.akcache.com/community/nativelinks.html
This site is an excellent source of links to Alaska Native information for the whole state.

50 States website
www.50states.com/bio/alaska.htm
This site has a list of famous Alaskans. It requires an additional search to find more biographical information.

SCORING GUIDE FOR FAMOUS PERSON REPORT

Teacher may add what is expected for different presentation types, such as an oral report or a poster.

Indicators (What should be visible or obvious?)	Try again	This will work	Wow! This is great!
Is the information about the famous person interesting, well organized and personalized?	The information about the person presented is so boring that the audience goes to sleep.	Clearly presents interesting and important information about the famous person. The audience listens and has a few questions.	The information about the famous person is so interesting and clear that the audience feels they would like to meet them in person. Many questions are asked.
Is a credible/ believable source for information used in the research?	Gives no source.	Uses at least one credible/ believable source.	Uses 2 or more credible/ believable sources. Compares which source is more believable and why.
Is your person an historically famous person?	Gives no explanation about why this person is considered famous	Presents the usual reasons why this person is famous.	Goes beyond the usual reasons for fame and includes personal ideas about why this person is famous or important.

CHART: FAMOUS ALASKANS

Who?	**When** did she/ he live?	**Where** did she/ he live?	**What** did she/he do, or why do we remember her/ him?	**So What?** What can we learn from her/ him?
Benny Benson				

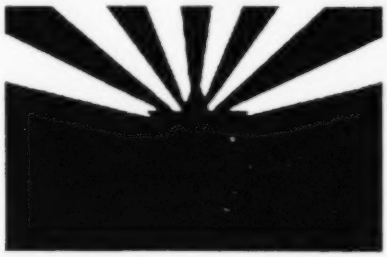
Visit the Alaska State Museum's website — www.museums.state.ak.us

EIGHT STARS OF GOLD ACTIVITY

COMPARING STATE FLAGS

What does a flag represent?

Level: Intermediate (grades 3-5)



The United States is made up of fifty different states. Each state has a flag that uses unique colors and symbols to tell important facts about the state and the people who live there.

What facts does Alaska's flag tell you?

If you looked at a flag from another state, what facts would it tell you?

Summary

Students learn about Alaska's state flag and the meaning and symbolism behind the design. Students select, research and present the meaning and symbolism of a different state flag.

Estimated Time

90 minutes + homework time of 20 minutes
(30 minutes for Alaska's flag, 60 minutes for student reports, estimated at 2 minutes per student)

In this activity students will focus on the following:

Alaska Performance Standards at Benchmark 2

READING

5. Locate evidence in the text and from related experiences to support the understanding of a main idea
9. Differentiate between fact and opinion

Alaska Content Standards

ENGLISH/LANGUAGE ARTS

A.1. Apply elements of effective speaking
A.3. Demonstrate skills in volume, intonation, and clarity in speaking

HISTORY

C1& 2. Use available technologies to explore a variety of information sources
C3. Arrange information in useable forms (comparison chart)

Activities

Step One: Study Alaska's flag

- Discuss with the students which important facts or main ideas they should know about a flag. Make an organizing grid to record the information. (See State Flag Comparison Chart for an example.) Make a large chart or overhead as a demonstration while the students make a small one (8.5" x 11").
- Review the vocabulary that will be found in their reading. (See Vocabulary.)
- Read pages 7–12 of the *Eight Stars of Gold* exhibit catalog as a large group or individually.
- As a class excercise, fill in the State Flag Comparison Chart section for Alaska based on the information that was read in the text. (See State Flag Comparison Chart #2 for possible answers.)

Step Two: Investigate another state flag

- Each student selects (or is assigned) a different state flag to research.
- Review with students and discuss good sources for finding the information they need to add to their comparison chart. (Possible answers: Internet, library books about individual states, encyclopedia listings by state, books about flags.) A highly recommended resource is Netstate: www.netstate.com/states/index.
- Tell students they will be making a short 2-minute report to the class about what they have learned. Review the six categories of a good oral report with the students. (See Oral Presentation Scoring Guide)

- Students use class time or research as homework to fill in their State Flag Comparison Chart.

Step Three: Present state flags

- Each student prepares and gives a short 2-minute oral report using the six categories on the Oral Presentation Scoring Guide as a model.
- Each student makes a copy of the state flag he/she investigated and displays it in the classroom or school hallway.
- The class discusses what they like or don't like about the different state flags.
- Option: Students can use simple design rules and evaluate each state's flag, possibly creating a different design for their selected state. A good website for design rules for evaluating flags: www.nave.org/gfbf/gfbf-1.htm

Assessments

- Copy and distribute copies of the Oral Presentation Scoring Guide for students to use during oral presentations. Have students rate themselves to identify strengths and weaknesses. Encourage them to aim for a score of 5 in all of the areas.
- Have the students create a comparison chart for another topic they are studying to demonstrate that they can categorize and organize main ideas.

Extension

- Revise the Oral Presentation Guide to match your class' needs. Enlarge the guide and post it in the classroom for reference

Materials

- Exhibit catalog *Eight Stars of Gold: The Story of Alaska's Flag* by India Spartz, Alaska State Museum, 2001. Pages 7-12
- Chart paper and markers
- Paper, pens and pencils
- State Flag Comparison Chart (sample)
- Oral Presentation Scoring Guide (sample)

Optional: Creating a Classroom Flag Lesson and Design Rules for Evaluating Flags website: *www.nave.org/gfbf/gfbf-1.htm*

Resources

American flags and state flags:
www.imagesoft.net/flags/usstate1.html

Animated images of state flags:
www.atlasgeo.net/flags/anglais/html

A great website, with all of the facts about the states:
www.netstate.com

Flag. Eyewitness Book Series. New York, Alfred A. Knopf, 1989. ISBN 0-394-822255-2. The Eyewitness series provides clear information and photography to beautifully illustrate the topic. In this book, students will discover the story of flags and banners close up – their history, their meanings, and how they are used.

Flags. Easy-Read Fact Book. New York, A Franklin Watts Library Edition, 1985. ISBN 0-531-100008-1. This easy-to-read book provides simple overviews and clear illustrations about the main topics in the study of flags.

Vocabulary

conspicuous constellation n. An easy-to-see group of fixed stars
emblem n. A visible symbol of an idea
narrative n. Writing in a story form
'Twilit Twenties' n. The 1920s – a period of time when things were dark (in the sense that Alaska wasn't a state and people had very limited ability to make laws for themselves) but were starting to get brighter—referring to the time just before dawn
territory n. A part of a country that does not have full rights
territorial governor n. The person appointed by the President of the U.S. to govern or rule a territory
territorial seal n. An official symbol of a territory; Alaska's was designed by Governor John Kinkead and redesigned by Governor Walter Clark. It showed the northern lights, icebergs, Alaska Natives, mining, fishing, agriculture, fur seals and a railroad.
American Legion n. A community-service organization; members must have had active duty in the U.S. Armed Forces; chartered in 1919 by the U.S. Congress. Website: www.legion.org
symbol n. An object used to represent something abstract
symbolism n. Represented by symbols
unanimous adj. In complete agreement

State Flag Comparison Chart *(with Alaska's sample answers)*

Main Facts/ Important Ideas	Alaska's State Flag	_____ State Flag
Who designed the flag?	*Benny Benson*	
When was it adopted?	*1927*	
Describe the flag.	*A blue background with the Big Dipper and the North Star in gold*	
List the colors or symbols and their meaning.	*Big Dipper = strength* *North Star = future state of Alaska* *Blue = sky, forget-me-not*	

STATE FLAG COMPARISON CHART

Main Facts/ Important Ideas	Alaska's State Flag	_____ State Flag

Visit the Alaska State Museum's website — www.museums.state.ak.us

SCORING GUIDE FOR STATE FLAG PRESENTATIONS

Indicators (What should be visible or obvious?)	Try again	This will work	Wow! This is great!
is the information about the flag interesting, well organized and personalized?	The information about is so boring that the audience goes to sleep.	Clearly presents interesting and important information about the flag. The audience listens and has a few questions.	The information about the flag is so interesting and clear that the audience felt they would like to move to that state. Many questions are asked.
Is a credible/ believable source of information used in the research?	Gives no source.	Uses at least one credible/ believable source.	Uses 2 or more credible/ believable sources. Compares which sources were more believable and why.
Do you explain the flag design and your opinions about it?	Gives no explanation about flag design and its strengths.	Presents simple explanations about the flag design.	Gives detailed descriptions of flag design and clearly states personal opinions about the strength of the design.

EIGHT STARS OF GOLD ACTIVITY

FLAG ETIQUETTE

Why is etiquette important?

Level: Intermediate (3-5)

Background

In the United States, flag etiquette helps Americans show respect for all that the flag represents and symbolizes. We respect flags to show that we value being citizens of America and Alaska.

Fifty-five delegates met in Fairbanks to write Alaska's constitution. Photo courtesy of Bob Bartlett collection, UAF and Polar Regions Dept.

Summary

Students discuss flag etiquette and research laws and organizations that promote flag etiquette. They demonstrate the proper ways to handle, display and fold flags.

Estimated Time

45 minutes – Discussion and reading
90 minutes – Research and presentations

In this activity students will focus on the following:

Alaska Performance Standards at Benchmark 2

Reading

10 Identify themes in texts and connect them to personal experiences, experiences of others and other texts

Alaska Content Standards

English/ Language Arts

D.3 Give credit for others' ideas, images, and information by citing information about sources, including title and author

History:

B3 Recognize that historical understanding is relevant and valuable in the students' life and for participating in local, state, national and global communities

Activities

Step One: Discuss and organize

- Discuss with the students the words, "respect," "honor," "flag," and "manners." (See Vocabulary.) What do the words mean to the students? What things do they do regularly to show respect to others? (Answers may include: respecting their elders, listening to their parents, etc.) What does being a citizen of Alaska and a citizen of the United States mean to them? (Answers may include: voting, following rules, having freedom, and taking care of the land.) Record their answers about respect and citizenship on a chart or overhead.
- Discuss the definition of etiquette. What manners and ways of behaving do students already have in their lives? (Answers may include: saying "thank you" and "please," knocking on closed doors, telephone greetings, etc.)
- Ask them what etiquette or rules they already know about flags. Record their ideas on a chart or overhead called "Rules We Know." Ask them if there might be other rules. (See "Frequently Asked Questions About the Flag," to select the most age-appropriate questions for your class.) Make another list on a chart or overhead called "Is it a Rule?"
- Tell the students that they will need to find out if the rules they listed are accurate and to locate the answers to the rules they don't know.
- Brainstorm ways the students can locate information. (Answers may include Internet search, going to the library, asking someone who knows, etc.)

Step Two: Research

- Divide the task of finding the etiquette rules for flags among the students. For instance, each student could find one answer and bring it to share with the whole class, written neatly on one piece of paper or an index card.

- Show the students the format that you want them to use to record the source of their information. This may include title (underlined), author, date, page number(s), information written in a complete sentence, etc. Practice writing the correct format on the board. Have pairs of students make up sample sources and try to write them correctly.
- Possible sources of information include:
  - Websites: The American Legion www.legion.org; Elks Club www.elks.org; Flags of the World www.fotw.org
  - Pamphlet: Flag Etiquette, distributed by The American Legion, Indianapolis, Indiana 46206
  - Encyclopedias in school library
- Give the students time to gather the information. (Overnight or 30 minutes should be sufficient.)

Step Three: Report and Demonstrate

- Have each student present the information he/she learned to the class.
- Print the directions for folding the flag. Have the students pair up and practice folding the flag. Use a full size flag or a large piece of fabric if a flag is not available to your class for handling.
- Have the students discuss ways that they can show respect to the flag, things that they have learned from their research and practice.

Vocabulary

respect v. To feel or show honor or esteem
honor n. High regard or respect
flag n. Piece of cloth with colors and patterns that represent a country, a state, etc.
manners n. Polite way of doing something
etiquette n. Acceptable way of behaving in society

Assessments

- Give each student an incomplete/incorrect citation from a research source. Each student should be able to rewrite it correctly, following class format.
- Check for student understanding, either in writing or orally, about the reasons for showing respect for a flag. Students should be able to articulate the importance of being a responsible citizen and behaving respectfully toward symbols like flags.
- Extension Activity: Use a song such as "That Ragged Old Flag" to help the students understand that flags allow people to show how they feel about abstract ideas like patriotism. The music and lyrics for "That Ragged Old Flag" by Johnny Cash, 1974 (Need RealPlayer) are located at: www.geocities.com/EnchantedForest/Tower/2093/RaggedOldFlag.rm

Materials

- Frequently Asked Questions About the Flag
- Chart paper or overheads and markers
- Writing paper, pens or pencils
- Flag (or large piece of cloth if a flag is not available)

Resources

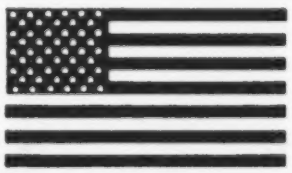
Exhibit catalog: Spartz, India. *Eight Stars of Gold: The Story of Alaska's Flag.* Juneau: Alaska State Museum, 2001.

The American Legion www.legion.org

Elks Club (19 listed Elks clubs in Alaska, 2001) www.elks.org

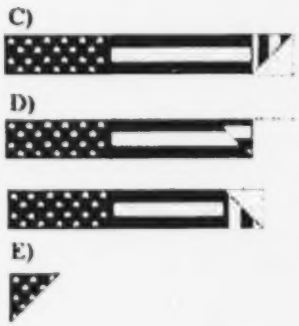
"That Ragged Old Flag" Music and lyrics by Johnny Cash, 1974 www.geocities.com/EnchantedForest/Tower/2093/RaggedOldFlag.rm

PROCEDURES FOR FOLDING THE FLAG



There are no Flag Code provisions which require any method, however, the following is traditional:

a. Straighten out the flag to full length and fold lengthwise once.
b. Fold it lengthwise a second time to meet the open edge, making sure that the union of stars on the blue field remains outward in full view. (A large flag may have to be folded lengthwise a third time.)
c. A triangular fold is then started by bringing the striped corner of the folded edge to the open edge.
d. The outer point is then turned inward parallel with the open edge to form a second triangle.
e. The diagonal or triangular folding is continued toward the blue union until the end is reached, with only the blue showing and the form being that of a cocked (three corner) hat.



Visit the Alaska State Museum's website — www.museums.state.ak.us

Frequently Asked Questions About the Flag

Source: American Legion website **www.legion.org**

Q:Can a flag that has been used to cover a casket be displayed after its original use?

A: There are no provisions in the Flag Code to suggest otherwise. It would be a fitting tribute to the memory of the deceased veteran and their service to a grateful nation if their casket flag were displayed.

Q: Can the United States flag be displayed on days when the weather is inclement?

A: The flag should not be displayed on days when the weather is inclement, except when an all-weather (nylon or other non-absorbent material) flag is displayed. However, most all flags are made of all-weather materials. (ref: Flag Code 6(c))

Q: What is the significance of displaying the flag at half-staff?

A: This gesture is a sign to indicate the nation mourns the death of an individual(s), such as death of the President or former President, Vice President, Supreme Court Justice, member of Congress, Secretary of an executive or military department, etc. Only the President of the United States or the Governor of the State may order the flag to be half-staffed. The honor and reverence accorded this solemn act is quickly becoming eroded by those individuals and agencies that display the flag at half-staff on inappropriate occasions without proper authority to do so. (ref: Flag Code 7(m))

Q: When the flag is not flown from a staff, how should it be displayed?

A: It should be displayed vertically, whether indoors or out, and suspended so that its folds fall free as though the flag were staffed. The stripes may be displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right; that is, to the observer's left. When displayed in a window of a home or a place of business, the flag should be displayed in the same way; that is, with the union or blue field to the left of the observer in the street. (ref: Flag Code 7(i))

Q: How are unserviceable flags destroyed?

A: The Flag Code suggests that, "when a flag has served its useful purpose, it should be destroyed, preferably by burning." For individual citizens, this should be done discreetly so the act of destruction is not perceived as a protest or desecration. Many American Legion Posts conduct Disposal of Unserviceable Flag Ceremonies on June 14, Flag Day. This ceremony creates a particularly dignified and solemn occasion for the retirement of unserviceable flags. (ref: Flag Code 8(k))

Q: Can the flag be washed or dry-cleaned?

A: Yes. There are no provisions of the Flag Code which prohibit such care. The decision to wash or dry-clean would be dependent on the material.

Q: Are you required to destroy the flag if it touches the ground?

A: Flag Code section 176b states that the flag should not touch anything beneath it such as the ground. This is stated to indicate that care should be exercised in the handling of the flag to protect it from becoming soiled or damaged. You ARE NOT required to destroy the flag when this happens. As long as the flag remains suitable for display, even if washing or dry-cleaning (which is acceptable practice) is required, you may continue to display the flag as a symbol of our great country. (ref: Flag Code 8(b))

Q: What is the proper method for folding the flag?

A: The Flag Code does not require any specific method, however, there is a tradition that has developed over time. This method produces a triangular shaped form like that of a three corner hat with only the blue union showing. There is a diagram available on Folding the Flag that lists the steps involved.

Q: May a person, other than a veteran, have their casket draped with the flag of the United States?

A: Yes, although this honor is usually reserved for veterans or highly regarded state and national figures, the Flag Code does not prohibit this use.

Q: What is the significance of the gold fringe which we see on some American flags?

A: Records indicate that fringe was first used on the flag as early as 1835. It was not until 1895 that it was officially added to the National flag for all regiments of the Army. For civilian use, fringe is not required as an integral part of the flag, nor can its use be said to constitute an unauthorized addition to the design prescribed by statute. It is considered that fringe is used as an honorable enrichment only.

Q: What is meant by "the flag's own right?"

A: The "right" as the position of honor developed from the time when the "right hand" was the "weapon hand" or "point of danger." The right hand, raised without a weapon, was a sign of peace. The right hand, to any observer, is the observer's left. Therefore, as used in the Flag Code, the flag and/or blue field is displayed to the left of the observer, which is the flag's "own right." (ref: Flag Code 7(d).(i))

Q: Is it proper to fly the flag of the United States at night?

A: The Flag Code states it is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flag staffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness. (ref: Flag Code 6(a)) The American Legion interprets "proper illumination" as a light specifically placed to illuminate the flag (preferred) or having a light source sufficient to illuminate the flag so it is recognizable as such by the casual observer.

Q: What does it mean when the flag is not flying above the White House?

A: The flag is flown over the White House when the President is in Washington, D.C. It is not displayed when the President is not in Washington, D.C.

Q: What should be the position of the flag when displayed from a staff in a church, public auditorium or other public meeting place, whether indoors or outdoors, on platform, or on the floor at ground level?

A: When used on a speaker's platform, the flag, if displayed flat, should be displayed above and behind the speaker. When displayed from a staff in a church, public auditorium or meeting place, the flag should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Prior to the Flag Code changes in 1976, the display procedure was somewhat different. Now the staffed flag should always be placed to the right of the speaker (observer's left) without regard to a platform or floor level. (ref: Flag Code 7 (k))

Q: What are the penalties for the physical desecration of the flag?

A: There are currently no penalties for the physical desecration of the flag. The American Legion and other members of the Citizens' Flag Alliance continue working toward securing a Constitutional amendment to protect the flag from physical desecration.

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